

LONDON BOROUGH OF HAVERING



# **ST. URSULA'S CATHOLIC PRIMARY SCHOOL**

## **Special Educational Needs and Disabilities (SEND) Policy and Accessibility Plan**

*"With God at the heart of our St Ursula's family, we welcome all as  
we learn and grow together"*

**Autumn 2023**

# St Ursula's Catholic Primary

"The ones who have a voice must speak for those who are voiceless"

Oscar Romero

## POLICY ON IDENTIFYING AND PROVIDING FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

### GUIDING PRINCIPLES

All our pupils have the right to an education which is appropriate to them as individuals. As far as possible, it is our aim to minimise the difficulties that pupils will experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

#### **Three principles for inclusion**

- *Setting suitable learning challenges* - We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible
- *Responding to pupils' diverse learning needs* - We take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning
- *Overcoming potential barriers to learning and assessment for individuals and groups of pupils* - We recognise that a minority of pupils will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.

In making provision for pupils with special educational needs and disabilities our policy objectives are:

- to ensure that our duties, as set out in the Equality Act 2010, are fully met to enable pupils with special educational needs and disabilities to join in the normal activities of the school along with pupils who do not have special educational needs;
- to ensure the school has an Accessibility Plan in line with statutory guidelines. (see Appendix);
- to ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;
- to identify the needs of pupils with disabilities and/or special educational needs (SEND) as early as possible;
- to use our regularly updated resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils;
- to provide a graduated approach in order to match educational provision to pupils' needs;

- to develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
- to take into account the ascertainable wishes of the children and young people concerned and, involve them in decision making in order to provide more effectively for them;
- to make reasonable adjustments to enable children and young people with disabilities to access the whole school curriculum including school trips and out of school hours activities and learning;
- to ensure effective collaboration with Local Authority (LA) services, health services and social care in order to ensure effective action on behalf of pupils with special educational needs and disabilities;
- to ensure that all staff are aware of their responsibilities towards children and young people with special educational needs and are able to exercise them;
- to carry out the above promptly and with sensitivity in order to avoid embarrassment or further disadvantage to the children and young people we are seeking to help;
- to ensure SEND provision is monitored once a term (Pupil Progress Meetings, IEP reviews)

## **ROLES AND RESPONSIBILITIES**

In attempting to achieve the above objectives, the Governors, the Executive Head Teacher and the staff will take all reasonable steps within the limit of the resources available to fulfil the requirements outlined in this policy document.

### **Named Governor for SEND is Mrs Jean Cox**

**Governors** will fulfil their statutory duties towards pupils with special educational needs as prescribed in sections 313, 317 and 317A of the Education Act 1996 (see SEND Code of Practice 1:21). In order to do this they will develop and monitor the school's SEND policy and Accessibility Plan and ensure provision is an integral part of the school development plan. All governors, with the SEND governor or committee of governors taking the lead, will be knowledgeable about the school's SEND provision, including how funding, equipment and personnel are deployed. The governors will monitor the quality of SEND provision and ensure all staff are appropriately trained and qualified.

**The Head Teacher (HT)** has overall responsibility for the day to day management of SEND provision and the Accessibility Plan. The HT will work closely with the school's SEND coordinator (SENCo) and will keep the governing body fully informed about the working of this policy through the producing of termly head teacher reports. Whilst also taking into account the requirements listed by OFSTED in the Handbook for the Inspection of Schools. The EHT will encourage all members of staff to participate in training to help them to meet the objectives of this policy including that the SENCo achieves the statutory requirements for the performance of her duties.

### **SENCO: Mrs L Butler**

#### **Deputy SENCO: Mrs C. Kent**

The SENCO has to be a qualified teacher and meet the statutory standards for practice including those necessary to ensure full accreditation (NaSenco training). The SENCO will be responsible for:

- the day to day operation of this policy;
- coordinating provision for pupils with SEND by working closely with staff, parents/carers and other agencies;
- providing related professional guidance to colleagues with the aim of securing high quality teaching;
- monitoring the quality of teaching and standards of pupils' achievement, and by setting targets for improvement;
- collaborating with curriculum coordinators to ensure learning for all children is given equal priority;
- ensuring that proper records are kept;
- contributing to the in-service training of staff;
- using available resources to maximum effect.

Additional roles include: Deployment of SEND teaching assistants, co-ordinating disadvantaged pupils expenditure, EAL support (see section 6.91 CoP 2014)

**All staff should** be fully aware of the contents of this policy and, in particular, of the procedures described below. Appropriate in-service training will be made available through CPD.

### **The Responsible Person**

NAME: Mrs Butler & Mrs Kent

The school has informed the LA that, when the LA conclude that a pupil at the school requires an Education, Health and Care Plan (EHCP), they should inform Mrs Balcombe/Mrs Butler who will ensure that whoever teaches the pupil knows about his/her special educational needs or disabilities.

## **ADMISSIONS**

The school aims to meet the needs of any pupil whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. This includes pupils with disabilities who we anticipate might attend. The currently agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEND. No pupil can be refused admission solely on the grounds that s/he has SEND except where the pupil is the subject of an 'Education, Health and Care Plan' under the Children and Families Act 2014 and the local authority has indicated that the provision required is incompatible with that available at our school.

Where a pupil due for admission is known to have special educational needs the Inclusion Manager/SENCO will gather appropriate information from any school the pupil has been attending and from other agencies known to have been involved. The donating school is responsible for providing this information.

## **SPECIAL FACILITIES**

An accessibility plan is in place that ensures that we as a school:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

The school spent two years researching and planning a new inclusion space within our school that will improve the support we can offer our children. We have developed the old ICT suite in the infant building into a new learning environment called St. Joseph's. This space has been designed to provide a calm and quiet environment in which pupils with additional needs will be learning. The classroom has access to the sensory room and a breakout space that can be used for more active learning or movement breaks. There are a range of resources within St. Joseph's that will allow pupils to develop their skills as well as giving opportunities for sensory input.

This space will provide pupils with intervention in an environment more conducive to productive learning. Therefore, they will access St. Joseph's for some of their school day, starting in September 2023. Pupils accessing this provision will also continue to be part of their current class for the remainder of his school day and will socialise with their peers at playtimes and lunchtimes.

A wide range of interventions will be completed whilst pupils work within St. Joseph's and they will have a daily circle time session to help develop key social skills in a relaxed environment. It is the hope that our pupils will be able to transfer the skills taught and practiced within St. Joseph's back to learning in their classroom environment.

Our inclusion space will be staffed by three experienced staff members who have had specific training to support children with additional needs. It will also be overseen by the SENCO and deputy SENCO of the school. It is hoped that by providing this inclusion space we will also enable our pupils to improve their socialisation skills as they work alongside children at a similar level. We have planned for opportunities to promote children's independence e.g. using workstations as well as activities that can develop the targets set in Education Health and Care Plans and Individual Education Plans.

## **RESOURCES**

When the governing body approves the school's budget, consideration will be given to the resources allocated to meeting special educational needs. The Head Teacher will manage

the allocated funds and will ensure that the best use is made of these resources through provision mapping.

## **STAGES OF INTERVENTION AND PROVISION**

Access to the school's broad and balanced curriculum is achieved for pupils by differentiation of work by teachers through Quality First Wave One teaching. Pupils falling just below national expectations will usually benefit from Wave Two catch-up programmes. When a pupil is consistently and significantly falling behind normal expectations, Wave Three interventions will be implemented (SEN support).

## **SEND Support**

### **This follows an Assess, Plan, Do and Review model of graduated intervention**

- 1) An important feature of SEND support is the collection of all known information about the pupil and that those in regular contact with the pupils should attempt to deal with the concerns raised. When a teacher, member of the pastoral team or SENCO identifies a pupil with special educational needs they will provide interventions 'ADDITIONAL TO or DIFFERENT FROM' those provided as part of the school's usual differentiated curriculum offer. Consideration will be given when setting homework that it is also differentiated according to the pupil's speed of working.
- 2) The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities;
  - makes little or no progress
  - shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment
  - persistent emotional and/or behavioural difficulties which continue despite behaviour management techniques generally used in the school
  - has significant sensory or physical problems that impact on their ability to learn
  - has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum
- 3) The parents/carers of the pupil will be informed as soon as concerns emerge and will be consulted with by appropriate staff, and the views of the pupil sought.
- 4) All information about the pupil from within the school, together with any additional information from the parents/carers will be considered.
- 5) The SENCO will undertake further assessment of the pupil as appropriate and may use outside specialists to enhance the provision being made.
- 6) The SENCO will facilitate the collection of all available information about the pupil. Information will be collected from;
  - within the school, using pastoral systems and identified link staff working in departments and faculties
  - progress tracking of vulnerable groups- Pupil Progress Meeting / Cohort Action Plan
  - parents/carers and the pupil

- 7) The SENCO will take the lead in planning future support for the pupil, monitoring and reviewing the action taken.
- 8) The pupil's class teacher will be responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme.
- 9) The SENCO will co-ordinate the planning of an Individual Education Plan (IEP) and help class teachers, as necessary, to set targets in discussion with parents/carers.
- 10) All staff will be involved in providing further help to pupils.
- 11) The Individual Education Plan will be discussed with the pupil and parents/carers.
- 12) The Individual Education Plan will be reviewed three times per year.
- 13) The pupil and parents/carers will take part in the review process and will be involved in setting further targets. Subsequently IEPs will reflect strategies to meet their needs and show a graduated response to those needs.
- 14) A request for additional advice from external services may be made at this stage. It is anticipated the decision to seek further advice will be taken by the SENCO in consultation with teaching staff, parents/carers and pupil.
- 15) Specialist assessment arrangements may need to be made and the Child & Community Psychology Service involved at the time.
- 16) Progress may be such that pupils are no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available to pupils
- 17) If the pupil or young person:
  - Continues to make little or no progress in specific areas over long periods of time
  - Continues working at National Curriculum expectations substantially below that nationally or within our school expectations of attainment.
  - Continues to have difficulty in developing literacy and numeracy skills
  - has emotional difficulties, which substantially and regularly interfere with their learning, or that of the class, despite having individualized management programmes.
  - has sensory and/ or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency
  - has ongoing communication or relationship difficulties, which impedes social development and acts as a barrier to learning
  - Is receiving at least £6000 of support and any pupil premium to which they are entitled

Then a statutory assessment may be sought from the Local Authority.

### **School Request for a Statutory Assessment**

The SENCO will again take a leading role and will provide information to a moderating panel of Head Teachers, who will scrutinise the information provided, including:

- the school's action through Assess, Plan, Do, Review cycles
- individual progress plans for the pupil
- records of regular reviews and their outcomes (minimum of two consecutive reviews) covering at least a six month period

- an individual provision map
- the pupil's health, including a medical/mental history where relevant
- tracking of progress against our school assessment process
- attainments in literacy and numeracy
- educational assessments from an advisory specialist, support teacher or educational psychologist
- views of the parent and child
- involvement of other professionals
- involvement of the social services or education welfare services

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role here is to continue to support the pupil and this remains the case if the LA decides not to draw up an Education, Health and Care Plan (EHCP) following an assessment.

### **Education, Health and Care Plan (EHCP)**

If the LA does draw up an EHCP then the school's role is as follows:

- 1) The Head teacher/ SENCO will implement recommendations.
- 2) Short-term targets will be set and reviewed at least twice yearly. The strategies to meet those targets will be set out in the IPP and should record only that which is 'ADDITIONAL TO or DIFFERENT FROM' the differentiated curriculum.
- 3) Progress will be formally reviewed by holding an annual review meeting.
- 4) The Head Teacher/SENCO will seek;
  - written advice from parents/carers and professionals
  - ascertain the views of the pupil
  - convene the review meeting
  - prepare a review report for the LA
- 5) Those to be invited at least two weeks before the meeting are;
  - the pupil's parent/carer
  - relevant teacher/s and TA/s
  - representative of the LA
  - the pupil
  - where appropriate representatives of health and social services, other professionals closely involved
- 6) The review report will be copied to parents/carers, LA and other relevant professionals no later than 10 days after the meeting or at the end of term, whichever is the earliest.

### **Transition Meetings for EYFS and Year 2**

During the Summer term, additional visits will be held to aid the smooth transition of pupils from nursery to reception and Year 2 to Year 3.

### **The Annual Review in Years Five and Six**

The annual review in Year 5 should be held no later than the end of the Spring Term. The review will suggest amendments to the pupil's EHCP if required. The plan once amended



will be used to inform the consultation for secondary schools in the following Autumn Term. Following this review planning for the transfer to secondary school will be undertaken. Part of this process will be arranging the Year 6 annual review in the Spring Term or as early as possible thereafter, to which the Inclusion Manager or their representative from the receiving secondary review will be invited. This must be a person centred review and a one page profile written to go with the pupil to secondary school.

## **INCLUSION**

We are fully committed to the principle of inclusion and the good practice, which makes it possible. Our policy, as set out in this document, will enable pupils with SEND to be an integral part of our school community.

Regardless of the stage pupils have reached all pupils will be given full access to the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each pupil and by either modifying activities or by providing support that will help the pupil to participate in them. Pupils will only be withdrawn when:

- 1) They will benefit from some intensive individual work on a cross curricular skill.
- 2) It is clearly inappropriate, or medical advice indicates that it is unsafe for the pupil to participate and some alternative has been arranged.

## **INVOLVING PUPILS AND PARENTS/CARERS/CARERS**

The views of parents/carers will be sought at all stages of assessment and provision. The views of the pupil will be ascertained and the pupil will be directly involved in the process. All communication involving decisions about a pupil will be recorded and dated. Letters to parents/carers regarding decisions about their child will have a section to be signed and returned.

Staff will try to get to know the parents/carers of pupils with SEND and will encourage them to work with the school in helping their child. Parents/carers and teachers can, by working together, build up a more complete picture of a pupil and his/her needs. We intend that parents/carers will feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home.

Records will be kept of all who are parents/carers and/or have parental responsibility for each pupil. When this involves adults in more than one household we will deal directly with the parent who has day to day responsibility for the pupil. We will seek to involve all parents/carers and those who have parental responsibility in decisions about their child, while appreciating sensitivities that may arise.

## **PARENT PARTNERSHIP SERVICE (SENDIASS)**

The LA has made arrangements to provide impartial information and advice on SEND matters to the parents/carers of pupils with special educational needs and disabilities. The overall aim of the service is to empower parents/carers to play an active and informed role in their child's education. They provide a range of useful information booklets, which are available in school or directly from the service. Parents/carers will be informed of the availability of this service, which includes access to an independent parent supporter. In Havering this is done through SENDIASS

## **WORKING WITH OUTSIDE AGENCIES**

The SENCO will oversee and liaise with Health services, Social Care and other relevant professionals working with pupils in the school. Health Care planning will follow the protocol agreed by Health and Education. The Head Teacher, or nominated person, will ensure that staff have relevant training and there are procedures in place to support pupils.

## **COMPLAINTS**

Please see the Complaints Policy and Procedure which is available to view on our school website.

## **MONITORING AND EVALUATION**

The Governors ensure that SEND provision is an integral part of the school development plan and will evaluate the effectiveness and success of this policy in the light of the policy objectives detailed under the heading "Guiding Principles". In order to achieve this, Governors will monitor:

- The standards and progress made by pupils with Special Educational Needs and Disabilities.
- The number of pupils at SEND Support or issued an EHCP in each year group.
- The movement of pupils on SEND Support/ EHCP across the categories as recorded on the school's provision map.
- The level and pattern of help provided at each stage (i.e. average time allocated and the balance of in-class and withdrawal help) as evidenced in the provision map.
- Case examples of pupils with special educational needs especially those who are Children in Care.
- The views of parents/carers expressed on stage forms and any complaints received.
- The extent to which pupils' views are reflected on PP forms.
- Details of visits by specialist teachers, educational psychologists and other agencies.
- Staff views on in-service training opportunities and the training opportunities available.

Signed:

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Headteacher:



Governor:



Date:

10/10/2022

Date for review:

Autumn 2023